

CF-000-30, CCNE: Family Meals – More Than Just Eating Together

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

Part 1: Planning the Nutrition Education Session - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Part 2: Session Outline - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

Snapshot of Group Session:

CCNE Lesson title: Family Meals – More Than Just Eating Together

Developed by: State WIC NE Staff

Date Developed: 06/2012

Approved by: Texas State WIC Office

NE Code: CF-000-30

Class Description: This class uses group discussion and a handout to teach participants about the benefits of family meals and structured snacks. The lesson also provides tips on how “forbidden” foods can be included in family meals or snacks.

Target Audience: Parents/caregivers of children

Type of Learning Activities: Discussion, handout

Part 1: Planning the Nutrition Education Session

Lesson: CF-000-30, CCNE: Family Meals – More Than Just Eating Together

Item	Notes for Planning the Session
<p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Identify two benefits of eating meals together as a family. • List one way to save time preparing family meals. • Understand the role of “forbidden” foods as part of a healthy diet.
<p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. There are many benefits of eating meals together as a family. Family meals promote bonding and good nutrition, and they allow children to see parents as good role models. 2. Through sharing, caregivers can discover tips to help them save time and more easily prepare family meals. 3. All foods can be included in a healthy diet in moderation. When you restrict or make certain foods “forbidden” for your child, you may actually increase preference for those foods and this may lead to overeating.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Whiteboard or flip-chart and markers • Handout: Family Mealtimes – You Eat. You Talk. You Listen. Stock no: 13-06-13801 (Spanish #13-06-13801A)
<p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p>Ellyn Satter Associates. (2011). <i>Everybody does better with family meals</i>. Retrieved from http://www.ellynsatter.com/everybody-does-better-with-family-meals-i-49.html</p> <p>Ellyn Satter Associates. (2011). <i>Using “forbidden” food</i>. Retrieved from http://www.ellynsatter.com/using-forbidden-food-i-51.html</p> <p>Ellyn Satter Associates. (2011). <i>Getting started with family meals</i>. Retrieved from http://www.ellynsatter.com/getting-started-with-family-meals-i-88.html</p>

<p>Class Flow & Set Up – Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</p>	<p>Arrange chairs in a circle or semi-circle. Leave room for baby carriers and strollers. Set up a whiteboard or flip-chart for use with group activities and to record key points during session.</p>
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Part 2: Session Outline

Lesson: CF-000-30, Family Meals – More Than Just Eating Together

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</p>	<p>“Welcome, thank you for being here today. My name is _____. Today’s class is about the importance of family mealtimes, the challenges we face, and suggestions for making family mealtimes easier. We will also talk about the role of “forbidden” foods in a healthy diet.</p> <p>This is a discussion style class. Feel free to ask questions and share ideas. Please keep comments positive, as we are here to learn and share from each other.”</p>
<p>Icebreaker: Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Ask participants to share their name and then answer <u>one</u> of the following questions:</p> <p>What memorable moments stand out in your mind when you think of family mealtime?</p> <p>What is mealtime like in your family?</p> <p>What words describe your family mealtime?</p>
<p>Activities: For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</p>	<p>DISCUSSION: Use open-ended discussion questions to encourage parents to share their knowledge and experience about family meals, structured snacks, and “forbidden” foods.</p> <p>Activity: <i>Family Meals: More Than Just Eating Together</i> photograph activity</p> <ol style="list-style-type: none"> 1. Pass out copies of the Pam McCarthy photograph handout “Family Meals: More Than Just Eating Together.” 2. Ask if anyone would like to read the text on the front side only. If no one volunteers, the instructor should read the text. <p>Can somebody tell me what you think of or feel when you see this</p>

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	<p>picture?</p> <p>What are some good things you notice when you eat meals together as a family? How can family meals help children and teens be more successful or healthier?</p> <p>[Family meal times promote bonding, sharing, and connecting and allow family members to learn from one another; build traditions; parents can model good habits; family meals can be nutritious; children from families who eat meals together generally have healthier diets with more variety, feel better about themselves, and do better in school; teens who eat meals with their family on a regular basis are less likely to do drugs or drink alcohol, and they are more open with their parents]</p> <p>What makes it hard to have family meals?</p> <p>[Lack of time to prepare and sit down together; easier to eat on-the-run; do not like cooking meals; would rather wait for spouse and eat dinner after child goes to bed]</p> <p>Knowing some of the reasons it may be hard to eat meals together as a family, what are things you do to make mealtimes easier?</p> <p>[Begin by having one or more family meals a week; prepare batch meals ahead of time on the weekends and freeze in smaller portions; involve older children in meal preparation or setting the table; share the responsibilities of shopping, preparing, and cleaning up; prepare quick and easy menu items; do not make meals too complicated (eat what you eat now at regular meal and snack times, and when you are more in the habit of having family meals, then try more organized and planned meals); although it's challenging to coordinate everyone's schedule, try to make arrangements to eat together some of the time - even if it's breakfast and not dinner, that's okay.]</p> <p>What are some things you do to make mealtimes pleasant and happy?</p> <p>[Turn down the radio, TV, and phones; play soft, quiet background music; make mealtime a time to talk about positive things that happened to you that week (avoid lecturing, scolding, or negative comments); make conversation with your children; take a few minutes to relax and breathe before dinnertime; plan which nights or days (for breakfast) you plan to have meals – it does not need to be every night]</p> <p>How do you include your child in family meals?</p> <p>[Infants: hold him in your lap while you eat; and when he starts eating</p>

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	<p>finger foods, feed him when you eat your meals. Older babies: let him join in at family meals and eat with him; have a conversation with your child]</p> <p>How do you deal with young children who do not want to sit down at meal time?</p> <p>[Sitting down for any length of time is an effort for a young child. Suggestions to get your child to sit down at meal times may include: Have regular, predictable meal times so your child remembers they are required to sit down at the table at certain times of the day; don't let your child see you walk around the house while eating; explain to your child why it is best to sit down while eating; tell your child that their meal is over (and take up their food/drink) when they leave the table; make mealtimes fun so they are more likely to stay at the table; eat snacks sitting down as well; reward or compliment your child when he/she sits well at the table; try not to schedule meals when your child is overtired.]</p> <p>What comes to your mind when you hear the words “forbidden” food?</p> <p>[Foods that are unhealthy, high fat, high sugar, low in nutrients. Foods such as chips, soda, and sweets.]</p> <p>What happens when you allow your child unlimited access to “forbidden” foods such as chips, soda, and sweets?</p> <p>[These foods are often easy to like and your child may end up filling up on them and not have room for other more nutritious foods, like vegetables.]</p> <p>On the other hand, what happens when you restrict “forbidden” foods?</p> <p>[Restricting foods can make children want them more, and they are more likely to overeat them when they are given the chance. Research has shown that when mothers were highly restrictive in the way they fed their 5 year old daughters, the girls were more likely to eat when they were not hungry by ages 7 and 9. Being highly restrictive may promote weight gain in children.]</p> <p>So, how can we include “forbidden” foods in family meals?</p> <p>[Since treats have become an important part of children's eating habits, include one or two daily treats, in reasonable portions. Include chips or fries every now and then at meals. Provide sweets in single size portions and do not make a big deal out of it. Do not provide sodas to young children, though, and if you drink soda, tell your child it is a grownup drink. As your child gets into middle school age (and sees friends drinking soda), you can</p>

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	<p>include soda every once in a while. The key is including these foods regularly enough that they are not “forbidden” foods, but not make them available in unlimited quantities all of the time.]</p> <p>Does anyone have any questions about making family mealtimes easier or including “forbidden” foods in a balanced diet?</p>
<p>Review and Evaluations: <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>What is one benefit of eating meals together as a family that stands out in your mind?</p> <p>What is one new thing you learned in this class that you will try this week?</p> <p>Client New Lesson Evaluation Surveys:</p> <ul style="list-style-type: none"> • Please collect surveys only during the evaluation period. • Evaluation period: June – August 2012 • During the evaluation period, please collect at least 30 new lesson evaluations from clients.
<p>Personal Review of Session (afterward): <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p> <p>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at http://www.surveymonkey.com/s/CSBZ28K.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p>Supplemental Information – <i>Describe any attachments and include any other needed information.</i></p>	